

THE  
MODERN LANGUAGE  
JOURNAL

VOLUME I

October, 1916 • May, 1917



NEW YORK *and* CHICAGO

Prof. H. P. Thiele  
gt.  
3-20-1923

# The Modern Language Journal

---

## CONTENTS

THE FEDERATION AND THE PROPOSED  
MODERN LANGUAGE JOURNAL. C. F. KAYSER 1

POSSIBILITIES IN A READING LESSON.  
ALBERT A. MÉRAS . . . . . 10

THE EDITING OF FRENCH TEXTS FOR SCHOOLS  
AND COLLEGES. RICHARD T. HOLBROOK . . . . 18

LITERATURE OF MODERN LANGUAGE METHOD-  
OLOGY IN AMERICA FOR 1915. CARL A. KRAUSE 33

NOTES AND NEWS . . . . . 41

---

NEW YORK AND CHICAGO

---

Entered as second-class matter October 13, 1916 at the postoffice at New York,  
N. Y., under the Act of March 3, 1879.

# The Modern Language Journal

*published by*

The Federation of Modern Language Teachers Associations  
and by the  
Association of Modern Language Teachers of the Central West  
and South

## **Managing Editor**

E. W. Bagster-Collins, Teachers College, Columbia University, New York.

## **Associate Editors**

J. P. W. Crawford, University of Pennsylvania, Philadelphia  
W. A. Nitze, University of Chicago, Chicago  
J. D. Deihl, Wisconsin High School, Madison  
B. J. Vos, Indiana University, Bloomington  
M. V. Young, Mount Holyoke College, South Hadley, Mass.

## **Consulting Editors**

### *From the New York State Association*

A. G. Host, High School, Troy, N. Y.  
M. P. Whitney, Vassar College, Poughkeepsie, N. Y.  
H. C. Davidsen, Cornell University, Ithaca, N. Y.

### *From the Middle States and Maryland Association*

E. B. Davis, Rutgers College, New Brunswick, N. J.  
C. A. Krause, Jamaica High School, New York

### *From the New England Association*

W. H. Buell, The Hotchkiss School, Lakeville, Conn.  
C. H. Grandgent, Harvard University, Cambridge, Mass.

### *From the Central West and South Association*

H. Almstedt, University of Missouri, Columbia  
O. Heller, Washington University, St. Louis, Mo.  
J. L. Bergerhoff, Western Reserve University, Cleveland, Ohio  
A. LaMeslee, Tulane University, New Orleans, La.  
L. Casis, University of Texas, Austin  
K. McKenzie, University of Illinois, Urbana  
L. Dudley, Normal School, Emporia, Kan.  
M. Winkler, University of Michigan, Ann Arbor

## **Business Managers**

A. Busse, Hunter College, New York  
A. Coleman, University of Chicago, Chicago

The Modern Language Journal is published monthly from October to May inclusive; at Hunter College, 68th street and Park avenue, New York and at Chicago, Ill.

The subscription price is \$1.50 a year; 25 cents a single copy; postage free in the United States.

Business correspondence and subscriptions should be sent to A. Busse, Hunter College, New York.

Communications for the editors and manuscripts should be addressed to E. W. Bagster-Collins, Teachers College, Columbia University, New York.







# THE Modern Language Journal

Volume I

OCTOBER, 1916

No. 1

## THE FEDERATION AND THE PROPOSED MODERN LANGUAGE JOURNAL<sup>1</sup>

Under the general caption of "The Equipment of the Modern Foreign Language Teacher in Secondary Schools" I am asked to speak on "The Federation and the Proposed Modern Language Journal." The inclusion of this topic in the general question I interpret to mean that the framers of the program are of the opinion that membership and cooperation in professional associations as well as the support and reading of vocational journals are a part of a modern language teacher's equipment. This being decidedly also *my* view, I gladly accept the invitation to appear before you.

From the manner in which the topic is worded, however, it was perhaps meant that I should merely give you a short résumé of the efforts that have recently been made and the success that thus far has been had in uniting in a federation the various local and state modern language associations of the East and of the Middle West and South for the purpose of bringing out a federation organ which was to be a journal of, by, and for the teachers of modern languages. Still, I shall not allow myself to be limited to such narrow a scope. In fact, what I mean to do primarily, is to discuss before you the whole question of vocational or professional activities, as they ought to find expression in associational or journalistic endeavors, or in both. In other words, I mean to present to you reasons why we teachers of modern languages, especially those of secondary schools, ought to unite and take part in associations and why we ought to support and read, and also write for, modern language journals. Only in conclusion shall I speak of the particular and definite plans that have already been inaugurated to federate the existing local associations for the purpose mentioned, and as to the extent to which these plans have matured.

<sup>1</sup>A paper read before the Modern Language Conference at the meeting of the National Education Association, held at New York, July, 1916.

Prof. H. P. Thiers, 2-6-23, 1

Despite the gray hairs noticeable on the heads of some of us, we all know that as a class we modern foreign language teachers are still quite young. Many of us just hopped or simply 'grewed', like Topsy. Modern languages came; we did not get them or bring them. After they had arrived, somebody had to teach them and *we* did the job. We did it as well as we could. It would be useless to open up post-mortem proceedings for the purpose of investigating why or through whose fault so many of our scholastic patients died. Lodging the blame would not resuscitate the dead. On the contrary, I feel it would be far more proper for us to pass a vote of thanks to those engaged in this early teaching for having done no irreparable harm and damage to the medicine they applied and for having saved so many despite their imperfect art. To leave the simile and to become serious, I really feel that the earliest modern language teachers deserve unstinted praise for having inspired so many with a love and appreciation for these languages, so that later on, of their own choice and volition, they selected teaching them as their life vocation. This certainly speaks well of the innate capabilities and the pedagogic skill of the American teacher. If most of us older teachers, however, at one time have been cobblers and day workmen, some evidently worked out their salvation and have become scientific workers, and now it is safe to say, nearly all of us are on the sure road to becoming professional teachers.

Contrary to all other living organisms education grows, as we know, from the top downward. Much of the credit for our advancement, therefore, is due to the higher institutions of learning. They were the first to enrich their curricula, they attracted to their chairs men who were filled with adequate learning and with a love for and a devotion to their subjects, and in turn they sent out young teachers who possessed at least a modicum of learning and a fair appreciation of the subject they were to teach, though until quite recently they, too, had been as much at sea as their elder colleagues once had been with regard to the manner in which they were to proceed and as to how they were to ladle out the goods they had for sale. However, without question, this second generation had one great advantage. They were no longer, to the same extent, day laborers working on a job. They had a better grasp of the whole situation and had a greater outlook upon the possibilities

of their work. They needed no longer to concern themselves so much with the mere subject matter, with the *what*, and thus they had time and leisure to devote themselves to the *how*. If I may use again the simile I used before, they could take and did take the first steps from the trade stage of modern language teaching to the stage of the skilled workman, or to the stage of a profession. This latter stage begins, as we know, when the worker begins to become conscious of the importance of his task, when he begins to formulate in intelligent and intelligible terms the aim and purport of his labor, when he begins to arrange and systematize the various parts of his subject matter, and when he begins to think about the best ways and methods to accomplish the desired results; in other words, a task becomes professional work when it is being reduced to, or being made to rest on, scientific and philosophic principles.

Under ideal conditions a modern language teacher ought, of course, to be equipped with all this professional knowledge before he undertakes teaching. But such conditions nowhere exist and they certainly were not to be found here in the infancy of our vocation. To get it at all, the teachers had to get it for themselves. Some few, of course, might have gotten it, or did get it, all alone by themselves, but ordinarily such professional knowledge is the result of common effort. So it was too, with our work. Serious modern language teachers, here and there, began to band together, they formed associations. They met to discuss with one another the problems that confronted them and were of common interest to them. The weaker learned from the stronger, and the stronger increased their strength and clarified their views by presenting them to others, and perhaps by being forced to defend them before others. At times I hear a teacher say what is the use of going to this or that meeting? You don't hear anything that is new or important, and besides you can read all that is said in such or such a book. Usually I make no reply to such a statement, but I do form my opinion of that teacher. He or she, even if reputed to be a good class teacher, has not grasped the spirit of the profession and, I am sure, contributes nothing to the uplift of our calling. Of course it is not always possible to point to the tangible gain derived from listening to a paper or from hearing a discussion,—we teachers ought to know that intellectual gains are not always immediately discernible—but I venture to say that there is not

one here who, when summing up the experience of his life, will not say that he has learned more, or at least equally as much, from the experience of others, however humble the others may have been than, or as, he has learned from the systematic teaching coming from the lips of a professor in the class room. The attitude of our mind is much more friendly and hospitable to facts entering into our life in a casual manner than toward those that are designedly thrust upon us. It is well known that no learned profession in the world has exclusively, or even chiefly, developed in the cloistral halls of the university or in the secluded study of the scholar. Faust found this out. His salvation began when he abandoned seclusion and when he went out into the world to see 'wie die anderen es treiben.' Tasso crumbled to pieces because he thought his brilliant mind was self-sufficient. History is full of examples to fortify my contention. 'Kulturgeschichte' points to the establishment of the 'Societät der Wissenschaften' at Berlin, a merely learned society, as the first indication of a rebirth of Prussia after it had been laid prostrate by the ravages of the wars. So may the first organized gathering of modern language teachers who met to talk over jointly matters concerning their work be looked upon as the beginning of a new era in language teaching, and the multiplication of them is the best assurance for the final success of our effort. And the more such groups we have, therefore, the brighter is the outlook. In fact this large country of ours ought to be studded with them from one end to the other.

Those of you who are called upon to answer inquiries regarding teachers made by teachers' agencies will have noticed that many of them ask the question "What interest does the candidate take in teachers' associations?" In my earlier days I thought that this was merely a question put in for effect and to fill up space, but today I consider it not only justified but as one of the very best that might be asked. For, a teacher who does not realize that his contact with others is one of the best means for self-improvement lacks, in my judgment, if not *the* most essential, at least *one* of the most essential elements of professional spirit and training. What should we think of a clergyman, or of a lawyer or a physician who did not belong to some body of his confrères where frequently the most vital questions of his profession are treated and decided? Why should it not be the same with us



teachers? Even the modern teacher who comes from his college or university equipped with a certificate, who has heard much of methods and theories, who has studied syllabuses and examined text-books and has a general perspective of his work, is, upon entering the schoolroom, a very helpless creature. He may know much about the scientific method of pursuing some definite line of research work, he may be able to trace some new features in the technique of the modern drama, or to lecture on the form of feminism as treated by some recent fiction writer, but whether the lesson book or the reading text introduced in the school by his predecessors will best serve the interest of his pupils, he may none the less not be able to say. By associating with teachers, however, who are similarly placed, by hearing them discuss their local experiences, he might in a very short time and in a most direct way find out just the things he wants and ought to know.

Besides and in addition, there is something else to be gained by people of the same calling uniting together in associations. It is perhaps an imponderable gain, but none the less it is one of the highest value, and a value not to be gained in any other way. It is the feeling of social solidarity, a feeling which creates professional standards, which engenders enthusiasm and ambition in all its members. It was this same spirit of solidarity which in the Middle Ages gave strength and vouchsafed success to the city guilds, and that raised the trade and crafts to the dignity of fine arts. Without imitating the evil features which eventually retarded and ossified all progress, we may to our improvement and advantage adopt much of that spirit. Strength lies in concerted action, and every movement of importance needs strength, collective effort of the many. There is no danger in our period of time and in our democratic country that personal initiative will be crushed. There is little chance for the much tabooed "automatized efficiency."

Some of these gains, as I intimated above, have already been made, especially in the higher strata of modern language teaching. We have a Modern Language Association of America to which presumably all but a few college modern language teachers belong. What this association, during a little more than twenty-five years, has done for modern philology and American scholarship in general I will not relate here, and what it has done and still is doing along

lines of social solidarity is evidenced by the fact that no younger member of the profession feels that he can afford not to belong to it. Unfortunately modern language teachers in secondary schools have not kept pace along this line with their college colleagues, at least not in all parts of the country. As a fact, there is no central organization representing their common interests and reacting in so beneficent a way upon the individual secondary teacher as does the Modern Language Association upon all college teachers alike. This is indeed highly regrettable. But there are signs that things are changing. Soon every large city and certainly every state will have a modern language association, and then there will be only a step toward a general federation similar in scope and character to the 'Neuphilologen-Verband' in Germany and other societies elsewhere. When that union has been effected it may be possible that the Modern Language Association of America, the elder brother, who more recently has devoted himself almost exclusively to the promotion of higher learning, will be only too glad to receive the younger brother with his more pedagogic learnings into his fellowship, and then there will be *one* Larger Modern Language Association comprising two separate but coordinate and interacting sections. This, of course, is 'Zukunftsmusik,' but it is a tune which meanwhile we may learn to whistle.

If my remarks as to the need of our joining together in educational associations carries conviction, I trust that each one of you, not already a member of such an association, will consider himself in duty bound to affiliate himself forthwith with one of them or to found one in his city or state if none exists.

Now a word about modern language journalism. You know we possess in this country several modern language publications of which we may be justly proud. Yet outside of the *Monatshefte*, printed chiefly in German and devoted, as the full title indicates, almost exclusively to the teaching of German, none concerns itself directly with the more pedagogic aspects of language work. True, there appear now and then highly valuable proceedings or bulletins of local or state associations, such as those of New England, or of New York State, or of Wisconsin, etc., but owing to their supposedly local character these publications unfortunately do not reach as large a circle and are not as widely known as their contents really merit. Besides articles on the aims and methods

of secondary modern language teaching appear sporadically in the *School Review*, the *Educational Review*, the *Journal of Education* and other papers, but we have no one paper devoting itself exclusively to the *teaching* of modern languages in school and college, such as nearly every other country possesses one and more. We ordinarily pride ourselves on being at least practical, but as regards this one field of endeavor we have no rights to this claim. It is really astonishing when we consider all the individual effort put into our work that we have so long allowed this energy to be spent and dissipated without collecting it and making it available to all. In every other branch of activity such a waste would be looked upon as lack of efficiency. The best thought contributed somewhere by some one on some phase of our work may be permitted to die unheard or heard only by a few, simply because we lack an organ of publication. Would similiar conditions be thinkable in mechanics, law, medicine, or any other branch? Where would these be today in the race with the rest of the world, if they lacked a medium to make new discoveries and innovations the common property of all? It seems to me at times that all that is necessary would be to point to this anomalous condition and a change would be made at once. Meeting with colleagues at stated intervals for discussions of topics related to our work is very necessary and highly profitable, but why not make use of the art of printing instead of limiting ourselves to the once only means of communication, to the method of handing down facts only by mouth and speech. Child nature is much the same in California as it is in Vermont, and with slight modification the standards and aims of scholarship and of life in general are the same in both states; why, then, should a paper read in California and valuable for modern language teachers in that state not have its effect also upon those of Vermont? On this there certainly can be no two opinions and it is really remarkable that some enterprising firm has not long since called a national journal into life, a journal printed in English and covering the teaching of all modern languages in secondary schools. That it would at once have met with success there can be no doubt. Every self-respecting teacher would, before long, have considered it his duty to subscribe for it, to read it, and many would have gladly written for it. To sum up then, I believe we are justified in claiming that membership in, and cooperation

with, some vigorous association, as well as the support of some vocational journal are two essential features of a modern language teacher's equipment.

Now in conclusion I shall say a few words on the topic actually assigned to me, viz. on the Federation and the Proposed Modern Language Journal. And what I shall have to relate it may appear to you—to follow a German proverb—that I had heretofore attempted to force open doors that long since had stood wide ajar, “dassich offene Türen eingerannt habe.” Such, however, is true to only a very limited extent. Yes, there is a New England Modern Language Association, there is a New York State Modern Language Association, there is a New York City Language Association of German Teachers, not of Modern Language Teachers, there is now a New Jersey Modern Language Association and there has been for some years in existence a Modern Language Association of the Middle States and Maryland. All these, after much parleying and arranging of details, have now federated, Prof. Barnes of Union College and Mr. Host of Troy High School being president and secretary-treasurer respectively. The sole purpose of this original federation was both to launch and finance the much longed for journal, a journal not to be the property of any particular firm or institution but one to be owned jointly by all the teachers belonging to any one of the above mentioned associations and by such membership being also members of the federation. Shortly after this federation or at least a part of it had been organized, it was learned that the modern language departments of the university of Chicago, with the aid and under the aegis of the University, was contemplating launching a similar undertaking and adding the new journal to the list of the University's many other publications. At the kind invitation of the committee appointed by those modern language departments the officers of the federation entered into correspondence with the Chicago committee; conferences were arranged and the upshot of the negotiations was that the States of the Middle West and Middle South formed a federation similar to the one existing in the East with the intention of cooperating with us. At the Cleveland Modern Language Association meeting, last December, arrangements were made for the execution of the common plan. The delegates sent there were charged with power by their respec-

tive federations and, while not fusing the management of the two federations but leaving them as separate units, they elected for the next three years Prof. E. W. Bagster-Collins of Teachers College, Columbia University, as Managing Editor of the paper, to be called *THE MODERN LANGUAGE JOURNAL*, and a Board of Associate Editors equitably distributed between the two federations between the Germanic and Romance branches. As Chief Business Manager was elected Prof. A. Busse, Hunter College, New York City, and as Associate Business Manager Prof. A. Coleman of Chicago. The Price of the Journal for members of the Federation was fixed at \$1.00, eight numbers a year; for non-members at \$1.50. The first number is to appear in October of this year.

These, roughly speaking, are the facts with regard to the federation and the proposed Journal. Many minor details are of course still to be settled and worked out in the light of the experience forthcoming. I know that the committees worked hard and tried to make provisions in an a priori fashion for all possible contingencies but, no doubt, some of them will never come up, while decisions reached with regard to others may have to be changed. The first few issues are financially backed by individual promises of the original committee members, but let us hope that they will not be called upon to make good these promises. The prospects are good and if we teachers do our duty toward the project as eagerly as the publishers are doing theirs by promising to advertise, I feel sure the Journal will be a success from the start, and before long we shall be in a position to pay those who now give their time and labor to the undertaking for nothing.

C. F. KAYSER.

Hunter College, New York City.

## POSSIBILITIES IN A READING LESSON

How shall we conduct the reading lesson assigned to be prepared at home?

The prevailing reading method pursued day after day in many, many classrooms is simple enough but it does not answer this question satisfactorily. The instructor begins with:

"What pages have we for to-day? Eighty-five and eighty-six? Thank you. Mr. Williams you may begin."

Mr. Williams tries the usual subterfuge of translating without reading. He knows why. He reads abominably; the instructor has paid very little attention to that phase of the lesson and the class—none at all, because the translation of the next paragraph after all, is the matter of vital importance. Why pay attention anyway to Williams' agonizing struggles with foreign sounds, syllables and words? Of what interest are his painful exertions with his own elusive native language? The class knows, for it has been so from time immemorial, that the next paragraph will *be* translated in to English. Someone is to be called upon in three or four minutes and that someone must be ready. The wearied teacher (has she not listened to the translation of this story at least ten times?) would like to dispense with Mr. Williams' reading in the foreign tongue, but duty and conscience tell her that modern methods demand that a little French be heard in the French classroom. Williams painfully begins his reading and after many interruptions, corrections and reprimands, he is told to sit down. "He is stupid and inattentive and will never learn French anyway." Poor Williams inwardly vows that he will never prepare his lessons again.

The teacher's intention had been to have complete paragraphs read aloud as a drill in expression, phrasing and pronunciation, but time flies. Several pupils read a sentence and translate a paragraph. More struggles with foreign and mother tongues. The period is half over but the lesson is not half finished. Reassuring her conscience with the thought that after all, she is preparing her pupils for examination, the teacher says (with a concealed sigh of relief): "You may translate into English without reading the French." She comfortably sits back in her chair, for



it is all smooth sailing ahead. . . . Mr. Henry translates, *Va-t-en, va-t-en, il cria à tue-tête* by, "Go to it, go to it, he cried to the cut-throat;" *Le lendemain, il a fait l'école buissonnière*, by "The next day he went to business school;" *Elle croyait qu'il allait pleuvoir à verse* by "She thought that he was going to weep poetically."

But the bell sounds! Pages eighty-seven and eighty-eight are assigned for the next day. The French lesson is over! Or rather the curtain has fallen on a translation travesty. The class passes to the next recitation and leaves France and the French language far behind. France and the French language? Has the class been in contact with a living country and a living language? Can the pupil draw any inspiration from his soulless operation of changing one language into terms of another? Will they set to work with interest and enthusiasm to prepare the next day's assignment? What has been the aim?

The aim of every reading lesson should be fourfold:

- (a) to increase the foreign vocabulary.
- (b) to train with equal emphasis the ear, the eye and the tongue.
- (c) to emphasize a few essential points in grammar.
- (d) to make the pupils realize that they are studying the living language of a living race whose thoughts, impulses, deeds and ambitions may be a lesson to the American youth.

---

What then shall be done with the reading lesson? The possibilities are limitless. A few practical ideas will be suggested; the resourceful teacher will develop these into many more interesting and valuable devices.

1. Translation into English should be reduced to a minimum. If, however, examinations continue to demand translation into English, let the teacher occasionally read aloud to the pupils (whose books will be closed) and from time to time select one to translate the sentence read. Or, a pupil may read aloud and be permitted to select the pupils who are to translate from his reading. It is needless to say that translation phrase by phrase is neither a good test of preparation, nor of ear-training, nor is it a test of the pupils' appreciation of the foreign tongue. Complete sentences should be read and translated. In schools that prepare for college entrance or state examinations, it is well four or five times a semester, to call for written translation into English to be

done at home. In this work a most serious and painstaking effort must be made by the teacher as well as by the class. The teacher will immediately discover those pupils who have difficulty in expressing foreign thoughts and idioms in good English. These should be made to repeat this kind of work until they realize that languages are too far apart to allow of a word for word rendering. The pupil who translates into good English the first time, will, under ordinary circumstances, always do so and he ought not to be burdened with this type of work. The correction of these translation papers should not form part of the recitation and when returned they ought often to be used for re-translation.

2. In addition to the regular assignment to the entire class much time can be saved once in a while by selecting three pupils for special work. One is to prepare a list of the difficult words in the lesson, another a list of idioms and the third, a list of difficult sentences. The next day they are the pupil-teachers who call upon their classmates for the translation of the difficulties. This review should be quick and even if the lists are exhausted twice, there will be time for other work during the period. From time to time, it will be found helpful to ask the entire class to hand in their list of difficulties.

3. It happens seldom that the teacher's French or German is heard in the classroom for anything except isolated words, corrections and questions. And yet we expect the pupils to read correctly and expressively. It is well, therefore, from time to time, to devote the whole period to the teacher's reading. In that way and in that way alone can the class be made to appreciate the rhythm of a French sentence or the place of the tonic and the expressive accent. It does not require very much ability on the part of the teacher to discover whether the meaning of the story read is clear or not. Of course books are closed and flagging attention may be changed to general, sustained interest by calling upon pupils to repeat whole sentences. This repetition is an exceedingly valuable exercise especially in the early part of the course.

4. In order further to emphasize pronunciation, phrasing and accent, it will be found useful to assign a paragraph to each pupil for special preparation in addition to the customary assignment. It goes without saying that each pupil ought to be ready to read

any part of the lesson but practise has shown that the results are much more encouraging when special effort is called for. If the pupils are asked, in addition, to memorize the most beautiful line or passage in the lesson or that line or passage which appeals to them most, the recitation will be an invaluable exercise in clear and forceful reading.

5. Questions and answers on the text should be the most general method. There should be a generous mingling of *where* and *when* questions calling for facts and *why* questions calling for thought. No opportunity should be lost for emphasizing grammar points in the text. This question and answer method means a continuous and rapid fire of clear and challenging questions by the teacher—never tiresome and always stimulating to the class that has prepared its work—in which facts must be called for, thought provoked and grammar applied. We too often forget that questions on a text may be made the questions, the conversation of every day life and that every sentence is a storehouse of applied grammar.

6. A shorter reading assignment may sometimes be given and the pupils asked to write out twenty or twenty-five questions on the prepared text, questions which must cover the essential points of the lesson. These questions are read by the pupils the following day and with books closed they are answered by their classmates. There will be a great variety of questions which will easily cover the whole lesson. Active participation in the lesson on the part of the pupils necessarily accompanies such a method and eager spontaneous interest cannot fail to prevail.

7. An excellent drill on question-forms may be given in connection with the reading lesson as follows: Assign a two-page lesson from which ten topic-sentences have been selected. Each pupil is given one sentence. He is to write out as many questions as he can frame on the assigned sentence. Competition is always keen. He will wish to outdo the classmates who have the same sentence and if possible hand in more questions than anyone else in the class. The answers to these questions must be given orally during the recitation and as the pupils themselves will conduct the work, the teacher will simplify and correct ambiguous or confusing questions. The preparation of such a lesson requires on the part of the pupil, ample knowledge of the subject-matter con-

nected with the assigned sentence. The direction of such a recitation requires, on the part of the teacher, patient, encouraging and suggestive criticism.

8. Outlines of the prepared lesson in the foreign tongue may be demanded, especially in third and fourth year classes. In studying plays, outlines of scenes and acts, handed in as the reading progresses will form an interesting story of the whole play. Such a notebook will not only give the resourceful teacher an opportunity to call for illustrative material but will also be an invaluable aid for discussion and review.

9. The class must always be prepared to give the substance of a short passage read aloud. Too much must not be expected in the early stages of the work. The teacher's encouragement is most needed in this type of a recitation. A written exercise may be combined with this lesson by sending the pupil, who has just read, to the board to write the substance of his passage while the next pupil reads. When five or six themes have been written at the board, themes which cover the day's assignment, their correction will be an interesting review of story and vocabulary.

10. An additional exercise of this kind—an exercise which brings in the element of ear-training—might well be turned to good account. Especially would this be of permanent value in the first year when timidity must be overcome not only by encouragement but by instilling in the pupils a feeling of power and achievement. This scheme requires the pupils, with books closed, to give the substance of two, three or four sentences read by the teacher. The ability to grasp a thought uttered in a foreign language and to reproduce it in that language, is worthy of careful training.

11. This brings us to the question of complete oral reports of the lesson studied. This exercise, so often put off to the third and fourth year, should be in general use from the very beginning. The power to tell a story in the foreign tongue must be developed slowly and intelligently. It is well in the early years to expect only two or three pupils to make special preparation for such reports. No great mistake has been committed if at first they are allowed at first to glance at the open book when telling the story, then a few helpful notes on a slip of paper may be permitted, until finally the pupil is able to stand squarely on both feet and make

the report without interruption or assistance. A modification of this plan is the progressive story-telling recitation in which the first pupil begins the story of the lesson and the others are expected to take up the theme whenever the teacher sees fit to interrupt the story-teller.

12. One of our aims is to increase the foreign language vocabulary. From time to time this may be done by carefully selecting thirty or forty important words in the lesson—words that will cover the main points of the story—and calling for sentences containing those words in class. Only those sentences must be accepted that bring out the salient ideas of the lesson. The ability to do this undoubtedly indicates thorough preparation on the part of the pupil.

13. Vocabulary building may be varied by writing on the board a list of twenty or thirty important nouns, verbs and idioms of the assigned lesson. The pupils then are required to write a résumé of the lesson prepared at home using the suggested words on the board. These compositions must be short because a few must be read in class and corrected.

14. A purely grammatical study of the reading lesson ought to form part of the regular work. At least once a fortnight a serious effort ought to be made to emphasize grammar by means of the reading text. This must not be an attempt to bring out every grammatical point as it is reached. To treat every word in the sentence as a challenge to our grammatical understanding is confusing, uninspiring and valueless. Two or three points at a time—for instance the agreement of the past participle and the present participle in French—can be made the object of an interesting hunt in the field of grammar. Then grammar becomes a living tool, indispensable for the complete appreciation of the foreign tongue.

15. Re-shaping is a useful combination of grammar study and oral reading. This means the reading of a paragraph of the prepared lesson with necessary changes. The following are a few suggestions for the French lesson:

(a) Mettez tous les noms au pluriel.

(b) Mettez tous les noms au singulier.

(c) Donnez au paragraphe suivant la forme interrogative.  
La forme négative.

(d) Mettez les verbes de ce paragraphe au passé indéfini.

(e) Changez la phrase suivante, de manière que le participe présent soit employé comme adjectif verbal.

(f) Remplacez les noms de la phrase suivante par des pronoms. (For example: *le soldat remet l'épée à l'officier* is to be changed to *Il le lui remet*, etc., etc.)

16. The missing word method is not a childish game but requires on the contrary careful preparation. A typewritten or mimeographed set of sentences, about thirty in number, is needed with at least fifty dashes for missing words. The sentences are of course taken from the assigned reading lesson. Care must be exercised to frame the directions in such a way that guessing will be discouraged. The following suggestions may be helpful:

(a) Complétez les phrases suivantes. (For example, *Il ira la voir* pour que—

(b) Remplacez les points par le contraire des mots en italique. (Ce garçon est  *paresseux*  l'autre est...)

(c) Remplacez les tirets par des adjectifs possessifs ou des pronoms possessifs.

(d) Complétez ces questions. (—faisait-il?)

(e) Mettez la préposition convenable à la place du tiret, etc., etc.

17. Dictation should often form part of the reading lesson. In the first year, the exact sentences as they appear in the lesson studied at home should be the subject of dictation. Later it is an excellent scheme to cover the whole lesson by dictating a résumé (prepared by the teacher) of the reading assigned. This résumé should follow the text closely at first. Questions on the text may be dictated to the class during the first half of the period and the last half devoted to answering the questions on paper. This is a dictation and composition exercise, always interesting and stimulating.

---

Many more suggestions might be made. Let these suffice to show that translation into English must be reduced to a minimum and that when examinations cease to call for translation, this antiquated and valueless method must be banished from the classroom. Then will the language of the recitation be the language studied, the living language of a living country, the language of a



glorious people, the language of a country that has been guided by great principles and great men, the language of a race that has achieved and is achieving a vital work in its allotted place in the great structure of human society, the language of a nation that will teach our American youth that there are *world wide* ideals of service, efficiency, honor and duty.

ALBERT A. MÉRAS.

Teachers College, Columbia University.

---

## THE EDITING OF FRENCH TEXTS FOR SCHOOLS AND COLLEGES

The chief purposes of this article are (1) to characterize certain typical English and American editions of French texts usually designated as Elementary, Intermediate, or Advanced, and intended for schools or colleges, (2) to restate or to formulate standards by which such books may be fairly tested, (3) to offer by the way certain constructive suggestions.

If my principal statements are accepted as correct, one of the conclusions to be drawn may resemble that which a 'live' manufacturer usually draws when someone can prove to him that his machinery does not work fast enough, whatever it produces, or that it produces an inferior article.

My facts are derived from complete examinations of a score, at least, of English or American editions (mostly the latter) published during the last twenty years or more, and from the perusal of many others, with approximately the same results from merely glimpsing as from careful scrutiny.

My conclusions are based not only upon these facts, as I conceive them, but upon several assumptions: One assumption is that the chief motive in studying French should be to learn as much French as possible (rather, for example, than to enrich one's mind with 'general ideas', or to discover whether it is Armand or Daniel who finally carries off the daughter of M. Perrichon); another assumption is that being a living language, French should be taught as such; another is that the best work that the most competent editor can do is well devoted when he edits a text for his juniors (a rare occurrence but *maxima debetur reverentia pueris virginibusque*); a kind of corollary to this is that young students, especially, should not be encouraged to slovenly ignorance by the use of slovenly textbooks (an obvious maxim and a common practice), nor should students of any age be instructed with bad or good examples of bad methods. What methods I venture to stigmatize as bad will be stated in the following paragraphs.

The features to be considered are (1) the reprinting of French texts, and (2) the notes, vocabularies, etc., that usually follow them;

as for the introductions with which the majority of such texts are supplied, they suggest to me no remark except that in each and every one I should like to see the reader reminded, if need be in *italics*, that a full appreciation of the beauties of literature is possible only to those who understand accurately the language in which that literature is written and who know futhermore how to pronounce that language or how it sounds when correctly pronounced; that the language is therefore the primary object to be studied; but I will reserve my observations on this point to the section on Notes.

# I

## THE REPRINTING OF THE FRENCH TEXT

1. The great publishing houses do their part so well that their reprints not only have a French physiognomy but are often better printed than their sources. For textual mistakes it is usually the editor who is responsible, for it is he who provides the 'copy', and he has ample opportunities to correct all misprints.

2. In the first place, the editor usually neglects to state precisely what edition was his immediate source. Also he sometimes garbles his original by introducing, altering, or omitting chapter-headings, and commonly fails to say whether he has altered the text proper.

When the editor cannot reprint a text in its entirety, every omission should be indicated by \*\*\*, by [\*\*\*] or otherwise, but unmistakably, and in his preface he should say precisely what he has omitted and why he omitted it. Here is an annotated edition of *Gil Blas* from which many passages have been *silently struck out*, while chapter-numbers have been changed to suit the editor's version. He has garbled *Gil Blas*; whether so as to make any passage obscure, I do not know; but such is the result in the case of an edition of *Salammbô* (in a 'Higher French Series'), for here the silent omission of somewhat more than two pages (p. 61), belonging to Flaubert's description of the temple of Sanit and its occupants, is essential to an allusion (p. 64) to those occupants and to certain features of the ornaments of the temple; Flaubert suffers, and the reader, if intelligent, must become confused. No note. But the editor should have epitomised the omitted passage, enclosing in [ ] whatever he has inserted. Since teachers

almost never have the time to collate, and frequently lack the means, they are commonly at the mercy of the editor and may be seriously embarrassed by students' enquiries as to such obscurities.

A philological training would be of great value to all such editors, and perhaps the time is near when such training will be made obligatory for all teachers above a certain grade.<sup>1</sup>

## II

### NOTES

1. What are the most constant characteristics of the Notes usually included with the French or other foreign texts chosen for our classrooms, and what kinds of notes are worth most?

A careful inventory of, say, twenty annotated editions, taken at random from the hundred and fifty or more in almost any favored teacher's stock, would offer pretty definite statistics, simplified by marked uniformity of methods in editing.

2. The non-linguistic notes usually deal with facts or with supposed facts which the student, and often the teacher, must learn if they are to understand the social background of the text, the complications of its plot (if it has one), and endless other matters that might be equally valuable to someone wholly unacquainted with the original text. Even the most learned reader needs such notes, for though it may be true, not everyone is aware that, for example, 'the social position of the mercantile class in France had greatly advanced under Louis Philippe (1830-1848)', nor suspect that 'Frenchmen have always maintained that women have a separate and different "sphere" from that of men'; it may even be worth somebody's while to note that 'Eugénie [Grandet] here and elsewhere displays a charming *naïveté*.' Usually such notes, however unequal in their interest or their relevance, save time which can be devoted to more careful study of the author's language,

<sup>1</sup>By 'philology' I mean the systematic, thorough, and in so far as may be, the *objective* study of language, or of a language, in all its aspects, whether it happens to express 'literature' or not. Since literature is an aspect of language, philology, as here defined, includes the study and editing of literary works, in the interest of truth. There is little truth and no profit in the common opinion that philology is the occupation of a few unimaginative persons whose principal interest exhausts itself in studying the origin of words. Fortunately for the public, all the physical sciences (including medicine and surgery), require more exact and more exacting methods than those which are generally followed in studying literature; however, in the literary field mistakes are seldom fatal.

and they may even reveal genuine research. Here, for example, is the musical notation of an air mentioned in *Eugénie Grandet*, or possibly the editor has taken the pains to insert a correct map of the scene of his story, when that scene is not fictitious. The more he can do toward producing a French atmosphere, the more his readers will owe him.

3. In most annotated editions, non-linguistic notes are mingled with linguistic notes. What advantage arises from printing them in separate sections?—the apparently novel plan adopted in the *Eugénie Grandet* just mentioned (a model edition, in so far as its non-linguistic notes are concerned).

A student who consults notes knows approximately where to open his book; but, since he is expected to look up every difficulty as it arises, and this seems to be his most reasonable course, such a division sends him from one line to a linguistic note, from the next to the non-linguistic section. Thus he possibly spends a few more seconds looking than if there were no such classification, but possibly he profits by developing his sense of order. As for the more inquisitive critic, he sees at once what relative importance the editor attaches to his two different kinds of comments.

To his non-linguistic notes Prof. \*\*\* devotes 24 pages; to his linguistic section (called 'Grammatical Notes'), an appendix of 8 pages in which he has *classified* a few of the syntactical phenomena illustrated in *Eugénie Grandet*. How can the teacher use such a diminutive treatise? And how and when is the student expected to use it? The treatise refers to numerous places in the text, but the text contains no reference to the treatise; but how in any case can such a synthesis be as useful to student or teacher as a presentation in which important or merely difficult 'grammatical'<sup>2</sup> phenomena are noted or explained upon their first appearance? If synthesis is desirable it can be adequately attended to by an index.

4. In every French text, difficulties abound, and considering how few teachers are keenly and intelligently interested in the very aspect of the French, or other foreign text, which for both teacher and student should be its most important aspect (See §5)—

<sup>2</sup>Furthermore, why, here or elsewhere, should students be tempted to perpetuate the archaic notion that 'grammar' is limited to syntax, with a little morphology in the shape of conjugations, etc.? Why not try to impress upon them what all the great modern grammarians mean by 'grammar'?

the student is supposedly endeavoring to become acquainted with French—, should not its linguistic aspect be made to dominate? Further, to return to an enquiry already made, if 'grammatical' notes are thus isolated, and synthesized, and not referred to in the text itself, the only time when the student can consult them with any profit, and that profit will be small, is after he has read the whole text, or most of it, for even though the teacher may be willing to make his own index from the text to the treatise, and even though this treatise be adequate, the student must come to class to get the information which should have been at his disposal while he was preparing his lesson. Furthermore, if consistency is worth something, why should not the non-linguistic notes be classified in like fashion?—they could be classified, quite as surely as grammatical or lexicological facts can be classified.

5. In at least ninety per cent. of the editions now under discussion, an overwhelming majority of the linguistic notes are merely translations of words or locutions ('idioms'), thus either usurping a function which belongs to the Vocabulary (chap. III) or repeating many of its definitions; further, the editor thus gives a personally expressed result, merely one result, for a given word or locution, instead of an explanation from which the student might learn simultaneously some principle of grammar or lexicography, being free then to offer his own interpretation, this to be corrected by his teacher if it is wrong or clumsily expressed. Authors of mathematical textbooks almost never solve for the pupil the problems that they have set for him. Why should our editors do so? Why not force the student to strengthen his brain by actually using it? Why teach languages on a lower plane than mathematics or the physical sciences? Save in those few cases where the explanation might have to be unduly subtle or quite too long, the substitution of translations for explanations seems to me a fundamental error in method. An *explanation* of **faire l' important** would or should enable even a rather dull student to understand **faire le soldat**; merely to translate it (for example, with 'to be stuck up') teaches little or nothing to the average undergraduate; if work is done for him, of course he will not do it for himself, and the more numerous such translations are the more will he be inclined to accept and perpetuate the common delusion that 'French is an



easy subject'—a statement which we have read or heard scores of times, though our acquaintance may include not more than ten American college graduates who can be said to speak and write French correctly—the convincing proof of knowledge when a living language is concerned, of two kinds of knowledge, for, to *speak* correctly, complete control of the vocal organs must have been acquired. French may be easier than Latin for those who treat both as dead languages.

Consider another example: **avoir beau** + infinitive, capable of numerous meanings, often totally dissimilar in their English forms, requires explanation, or at least, a reference to some well-known grammar wherein it happens to be intelligently explained; but **here** arises a 'practical' difficulty, for the editor's publisher may be unwilling to mention other publishers' textbooks, or many thousands of students may never have heard of the grammar referred to. That is one very good reason why the editor should deal, as fully as his knowledge and his publisher allow, with all the difficulties that reasonably industrious students are likely to see (or to miss!) in a given text; another good reason for doing this is that extremely few school-children or undergraduates of either sex ever look up a reference: finally, it is at least conceivable that the teacher herself (in the schools of the United States, seldom *himself*) will not be able to explain the difficulty.

There are other good reasons why grammatical or purely lexicological facts should be explained adequately and constantly—if possible.

1. The student should never be allowed to forget that what he is primarily attempting to learn is the French language. If the texts that he uses are well chosen, his appreciation of French literature (inseparable from the medium in which it is expressed) will develop almost unaided; but one cannot become a botanist or a gardener by merely loving flowers, and usually it is those persons who know most about them who loves them best. Similarly, the beauty of a linguistic construction, its fitness, should be most apparent to him who understands it best, and if he does not understand it, the chances of his being able to employ it correctly are lessened.

2. In so far as it may be analyzed at all 'style', it seems to me, is almost wholly a mater of sounds (How do they occur?), of syn-

tax, and of what may be called the *tone* or standing of a word or locution (Is it vulgar, or colloquial yet nicely used? Is it living, or purely bookish, or otherwise archaic? Is it apt, or merely affected? Is it technical, or rare, or dialectal, or characteristic of its user, or in everyday use? Etc., etc.) Possibly the teacher may often be able to answer such questions; often neither he nor the books that he knows can do so, and in any case the student should be kept aware that such questions are worth while.

3. Is it some pedagogical theory that has caused an overwhelming majority of the annotators of French texts to devote to non-linguistic matters an overwhelming majority of the notes that are not mere translations? In my opinion, the explanation is that the overwhelming majority of such editors are not deeply interested in the linguistic aspect, and this surmise seems to be substantiated by the fact that nearly all the dissertations and nearly all the maturer writings of most of our teachers of French are— what shall we call them? is not 'non-linguistic', correct? And is this condition not due, in its turn, largely to the fact that our environment does not help us to speak French, but rather hinders our doing so, with the natural consequence that most of us have to find our French purely or largely in books? In the schools of Scandinavia and Germany, of Holland and Belgium, a good many students learn even how to speak French, at least passably; perhaps that result would be far more difficult to attain in this country, but it is worth an effort, and such an effort would be greatly helped by making our editions of French texts primarily instruments for learning the French language.

### III

#### VOCABULARIES

1. Believing that French and other modern language texts 'sell better' if provided with a vocabulary, most publishers expect, and often ask for this feature, and they commonly recommend that it should be 'very full' or 'complete'.

Under this pressure, if not because he thinks best to add one anyhow, the editor usually compiles a vocabulary, or, for reasons which it would often be interesting to know, he entrusts this task to X. If he is convinced that X can do the work as well as himself, or well enough, or better, and X is willing, so much the better,

possibly even for the public; but even narrow-gauge lexicography demands several rare qualities, unless it is to be of the sort that we generally let pass.

2. What qualities would make such vocabularies good? And when they are good, what is the justification for making them?

In the first place, to be good, need such a vocabulary be complete? In the case of very short texts, such a degree of completeness as would enable an absolute beginner to understand every phrase (at all events if helped by occasional notes) is easily attainable; but even with brevity aiding, omissions are frequent, and an increasing length of text means a fast-increasing risk of omissions and of errors. Many of the longer vocabularies, especially, give the impression that after making a list of most of the individual words their compilers must have translated those words without regard for the text, hit or miss, giving the English equivalents which one might find in a pocket-dictionary of the Feller type, so that the puzzled reviewer has often to conclude that such and such a tail cannot belong to such and such a cat; the student fares worse.

3. That most such vocabularies are intended to be 'complete', and that they may safely be appraised as so intended, is to be assumed from the presence of **beau, frère, ici**, and the like, in editions called Intermediate, or Advanced, when no special locution is involved; but even a cursory examination, or a few days' experience in the classroom, will suffice to prove that no such vocabulary is literally 'complete,' that most of them are far from being so, and the omission of many locutions which cannot be defined if their component parts are scattered is particularly notable. If we grant that completeness is possible, or a close approach to it, when, if ever, is it worth while?

Save perhaps commercially, it is certainly not worth while for the compiler unless he does his work beautifully, in which case he may give himself a lesson in lexicography, that lesson being greatly simplified by the fact that nothing in his text, if modern, is likely to require long investigation.

Is a complete vocabulary worth while for the teacher who uses the book? Certainly not, unless it tells him what he cannot easily learn elsewhere; but this is almost never the case, nor, as a rule, does he discover that the compiler has taken particular pains to

use idiomatic English. A set of complete (accurate) vocabularies for several works of a given author, as Labiche, would of course throw light on his usage, might contain material valuable for comparative studies, etc.; but is it likely that this comprehensive task will ever be taken? And how many of the special vocabularies now existing in the backs of elementary textbooks (their true character) would be found worthy bases or adequate contributions? Probably none, and certainly none of those in which *à* is defined as meaning 'at, by, for, in, till, to, with,' or the like. Furthermore, the scientific value is nil unless exact references are given for all examples.

Of what value are such vocabularies to the pupil? I suppose this to be the point most worth considering.

Obviously, even though not really complete, they save time for him. But why should time be thus saved for him if, after a year or more of study, he still has to look up words such as **absence**, **aimer**, **auquel**, **autre**, **car**, **ceci**, etc.? Would such ignorance be too severely penalized if the student of this type found himself compelled to consult an ordinary dictionary, the dictionary which he should be expected to own and to use in any case?

That every word and every mysterious combination (e. g. **avoir beau**+infinitive) should be dealt with for very young pupils, even **père** and **mère**, is perhaps desirable; but this depends upon what kind of 'French for Beginners' or other introductory lessons this pupil can be assumed to have had, and in all cases, it seems to me, weaning should be begun as soon as possible. To include any simple word that the student must have met dozens of times is a practice that should be discontinued; in my opinion, *no* word or locution should be included if the pupil has already encountered it frequently, or if it can be readily found, clearly defined, in any of the six or seven French-English dictionaries (nearly all containing the same matter) now used in our schools. The editor must know what is unquestionably to be included or excluded. If, for an example, in **lui prenant la main**, the pronoun has a value peculiar to French, and therefore inconvenient to define, the editor may be justified in explaining that value in his Notes; the chances are that he has recorded **je** but forgotten **lui**, just as the chances are that he has recorded **aller** but has omitted **irai** and **vont**, or has

put them only under **aller**, where students as ignorant as many of his insertions imply would often not think of looking.

3. As has been pointed out (chap. II, §5), in an overwhelming majority of the editions under discussion, when the notes are linguistic they consist mostly of translations, many of which should be replaced by explanations, while a still larger number duplicate the alphabetical vocabulary or usurp its functions. Thus, to return to 'a terrible example' of bad workmanship by an editor *de cuyo nombre no quiero acordarme*, in a certain edition of *Perrichon* we find the following: (note) '**bouscules**, lit. "jostle" here worry'; (vocab.) '**bousculer** jostle, worry';—(note) '**en nage**, dripping with perspiration'—nothing as to the 'literal' meaning of **nage**; the vocabulary has '**nage**, *f.*, **en nage**—, dripping, perspiration'. Etc., etc. Sheer waste, and even worse; for this sort of thing helps to engrain indifference to that neatness of workmanship which is one of the chief ideals of good scholarship, a lesson that every student should learn and a method of procedure which in almost any textbook in mathematics or other subjects wherein verbosity is not traditional and accuracy is the main and ever present ideal, would less often be regarded as venial. In such textbooks, accuracy of statement and neatness of workmanship are habitual and are taken for granted, or the exceptional specimen is soon discredited; many of the worst annotated editions of French texts continue to be used (sometimes by hundreds of students) fifteen or more years after publication, and such editions are often abandoned, not because they are bad, but because some other French text is desired by teachers; they cannot be blamed for getting tired of texts that they have used repeatedly, even though a few of these happen to have been well edited.

4. It is seldom difficult to decide whether a given word or group requires definition rather than comment, but each of these requires philological competence, and accuracy of definition (this markedly concerns locutions) demands a sense of linguistic values, a genuine fondness for the right shade of the right color, a very keen understanding of French and a rich sense of English idiom. Bad English never correctly translates good French. Therefore, if the editor happens to be so gifted, he can render a service not generally rendered; he can constantly remind the student of the differences between the two languages, explaining in what they consist, and

he can do this generally to better advantage than the teacher, for the teacher has seldom made a special study of the text in question; so the editor's definitions may be justified in his notes.

5. There are many things with which no vocabulary can deal adequately—among them, the value of tenses. Take, for example, the group of verb-forms exemplified by *il écrivait*. No vocabulary can easily display the various possible English meanings (or semantic functions) of such a form, and as our undergraduates make a particularly bad showing in this matter (for the most intelligent among them appear to have heard vague things about it), the editor can clarify without infringing the teacher's rights; before the student goes to 'recite' the editor can at least give him a chance to decide whether *écrivait*, or whatever the verb and form happen to be, means 'wrote', 'was writing', 'could write', 'used to write', 'would write', or 'kept writing', etc. As 'wrote' is the habitual translation or mistranslation, even of the best students, this experiment, and others, might well be stated early in the notes, and constantly referred to; the lesson in English is purely incidental, incidental but indispensable.

6. To summarize and conclude sections 1-5, it seems to me that the editor should state why he has given to his vocabulary whatever character and purpose he supposes it to have; it seems to me that if he has included '*beau*, beautiful' and '*oncle*, uncle' in a list not intended for infants, he should at least try to shift the blame to those for whom he has thus sinned, that he should not Fellerise his text, that he should not duplicate anything, and that he should distinguish between commentation and lexicography. If there were any likelihood that such a resolution would be respected by all editors of French texts, the passage by some recognized body of the following resolution might be salutary:

WHEREAS all but the most backward students should be expected after a year or two of uninterrupted study, to know the meanings of all words and locutions which they have met scores of times in their readings, and WHEREAS for such students the frequent consultation of a general dictionary is in any case a desirable feature of their linguistic training; WHEREAS, furthermore, even approximately 'complete' vocabularies are not only of dubious scientific value when attached to ordinary textbooks, but also waste the time of their compilers, tempt them to be inaccurate, and require space which should be devoted to less accessible knowledge, *be it resolved* that in the case of so-called Intermediate and Advanced



texts intended for use in our schools, colleges, or universities, the addition of a 'complete' or ostensibly complete vocabulary is undesirable, and that if any vocabulary is to be added it should be strictly relevant, containing only such words or locutions as students of a given grade may reasonably have forgotten, or (preferably) such as they may be assumed never to have encountered or might not easily discover, adequately defined, in any of the several dictionaries recommended to students for their preparatory or undergraduate work in French, Spanish, Italian, German, and any other living languages commonly taught in our schools and colleges. *Be it resolved*, furthermore, that copies of this resolution be sent to all members of this Association, and that it be brought to the attention of those publishers who make a business of publishing scholastic editions of foreign texts intended for linguistic study.

7. Should the pronunciation of such French words as are included in the vocabulary be indicated?

If the publisher can supply the right typographical characters (preferably those approved by the International Phonetic Association), yes; but the editor should not use any system not generally recognized, no matter how 'scientific,' should not use any bad system (e. g. one in which *jour* is represented by 'zhoor'—this is authentic), and his work would probably be most useful if he followed the system of the International Phonetic Association. Under no circumstances should he neglect to indicate the pronunciation of words or of groups of words which even very good teachers might otherwise not know how to pronounce—for example, the plural of *arc-en-ciel*. None of the present phonetic dictionaries are complete; their omissions are numerous and sometimes embarrassing.

8. Genders are strikingly well indicated in a very recent edition of *Le blé qui lève*.

#### IV

##### QUESTIONNAIRES AND EXERCISES FOR COMPOSITION

1. Whenever a text happens to contain a large proportion of colloquial living French, what better material could the student have for queries to be answered in sentences based on that colloquial element, or for written work? But it is obvious that such material should be exploited in either case with the most scrupulous care not to ask what it does not explain, except in so far as the teacher can rely on knowledge already acquired.



2. As for *Questionnaires*, an edition of *Le cousin Pons* exemplifies admirably both what should, and what plainly should *not* be asked of any known American undergraduate. Here are some inquiries which might produce intelligent and intelligible responses: [1] 'Quel âge avait l'homme?' [2] 'Cette raideur pourquoi n'excitait-elle pas le rire?' [3] 'Duquel des péchés capitaux était-il esclave?' [4] 'Pourquoi tous ses anciens amis l'abandonnaient-ils?' Likewise a good many other questions allowing a response taken word-for-word from Balzac's story; but the editor devotes a third as many questions to his own English 'Introduction', in which, of course, the vocabulary is largely not colloquial (for the most part, highly 'bookish'), and here are some of the questions he asks about it: [1] 'Quelle est sa vie après sa faillite?' [2] 'Décrivez ce qu'on appelle "sa vision prophétique"!' [3] 'Comment expliquez-vous la prépondérance du physiologique dans son oeuvre?' —i. e. *œuvre*. [4] 'Qu'est-ce que c'est que "La Comédie Humaine"?' [5] 'Décrivez un peu la société de son temps!' And on 'Characters': [6] 'Que dit M. Harper? La Revue d'Edinburgh [*sic*] Poitou? Caro? Stevens? [Leslie Stephen] James? Parsons?' For whom was all this *and more* intended?

3. The principle stated in section 1 seems to cover adequately appendices devoted to Exercises in Composition; however, I shall venture to enlarge upon it, deriving my illustrations from an edition of *Perrichon* (not the edition previously mentioned).

The four acts yield this editor thirty-one exercises, of which two at a time would be a reasonable assignment for a fifty-minute 'recitation'. His sentences are mostly short, have a pleasingly natural tone of continuity, are almost never strictly 'bookish', are nearly all properly based on the French text, yet force the student to use his 'head' as well as his eyes, and afford the teacher many chances to slip a little mirth into his instruction as he passes along the blackboards, correcting, or commenting.

The defects of these particular exercises, and of many others having the same intention (to utilize for oral or written work in French the text preceding them) are worth noting because they are general:

1. The editor has used a few expressions which are not justified by Labiche's text (certainly not by the parts to which the student is referred), expressions which even a very good student would be

unlikely to have in his general stock and would probably be unable to find in his dictionary. For example: 'thank your lucky stars,' 'who is *running off with* my valise' [italics mine], 'with a commission in the militia,' 'the whole family *drove back*' [italics mine], 'do not always harp on the same string', etc.

2. His English is not always truly colloquial, as it should be wherever it corresponds to truly colloquial French (most of *Perichon* is truly colloquial). For example: 'The road you are following is not the highway, but I think you will succeed *none the less for that*' [italics mine; note also a certain looseness of connection]. A few groups such as 'let us', 'do not', 'it is', and the like, should be 'let's', 'don't', 'it's', etc., for spoken English distinguishes between the shortened and full forms, and its distinctions should be noted in all attempts to reproduce conversation in print. In general, this editor is extremely careful on such points; other editors seem wholly unaware of the importance of distinguishing between truly colloquial English, or French, and clearly bookish English, or French.

3. In one or two cases his English is not English. For example: 'When strikes the hour for the duel. . . .'

4. His footnotes neglect scores of difficult expressions (mostly at least indicated by the text, or to be found in general dictionaries), yet they translate words such as 'true' (with **vrai**), 'like' (with **comme**), 'yet' (with **pourtant**), 'money' (with **argent**), 'often' (with **souvent**), 'several' (with **plusieurs**), etc., etc., all these examples being quoted from a single page.

Such footnotes are so strikingly superfluous that their presence is difficult to explain. May it be attributed to the influence of that traditional lack of systematic care which is apparent in so many modern-language textbooks, to a greater or less degree in nearly all? It seems to me that every detail should be scrupulously considered before any such book is printed; for a large part of this kind of work the editor need not have passed through any philological school to have acquired the necessary skill, valuable though such a training is in most of the phases of editing even in the editing of texts chosen because they are fitted for the elementary work of our schools and colleges. But for this purpose an editor must have at least one quality which is not required of a Suchier or a Gaston Paris: he must know how to make the best work that he can do

clear and attractive to young and old simultaneously, whether their grade is 'elementary,' 'intermediate,' or 'advanced.'

#### CONCLUSION

Whether or not a very large proportion of the kinds of editions which we have been considering deserve the fate which befell Don Quixote's *libros de caballerías*, they all might well be subjected to a scrutiny having something of the same character and intention. Accuracy in details should not be regarded as excusing manifestly bad methods. Good methods are known to those persons who have taken the pains to ascertain them, and there is no reason why they should not become more general, nor why the tests of excellence (or of the contrary) upon which they rest, or which they imply and apply, should not be used widely and be transmitted by teachers to all the pupils who can understand them. They are not difficult to understand.

RICHARD T. HOLBROOK.

The University of Chicago.

---

# LITERATURE OF MODERN LANGUAGE METHODOLOGY IN AMERICA FOR 1915

(No. 3)

## PERIODICALS

### Monatshefte

1. **Jonas, J. B. E.** Die Vorbereitung der Lehrer der neueren Sprachen in Deutschland. 16:10-13, January; and 16:43-50, February.

This address, delivered before the New England Modern Language Association at Boston, Mass., in May, 1914, leans heavily upon the standard book on that subject by J. Franklin Brown: *'The Training of Teachers for Secondary Schools in Germany and the United States'*, Macmillan, N. Y., 1911. 335 pp. \$1.25.

J. holds up to us as almost ideal the thorough preparation of the instructor in Germany, who is still the schoolmaster of the world. (Cf. *Die Neueren Sprachen*, 23:129-41, June; and 23:321-36, October. Cf. likewise Wm. S. Learned: *'The Oberlehrer'*, Harvard University Press, 1914. 150 pp. \$1.25).

2. **Kenngott, A.** Answers to questions concerning the Direct Methods. 16:13-17, January.

Pleads for an unadulterated direct method, which is no 'mixed' method. To illustrate his position clearly, K. answers five pertinent hypothetical questions and concludes that the real direct method is absolutely equal to any pedagogical emergency as, e.g., in the treatment of translation or rather in the avoidance thereof.

3. **Keidel, Heinrich.** Ueber das Vokabellernen im Unterricht des Deutschen. 16:74-81, March.

This militant lecture is a queer admixture of good and of evil with greater preponderance of the former. The main mistake lies in the major premise that the mechanical, traditional memorizing of vocables, of disconnected words, cannot be dispensed with. In that K. is sadly mistaken. Any real Reformer knows this and therefore opposes the practice of memorizing vocables. We also believe in 'more iron in the blood' but likewise in 'more joy in school.' (Cf. in this connection § 16, pp. 80-86, in *'Psychologische Grundlagen des neu sprachlichen Unterrichts'* by Hermann Kappert. Leipzig, Otto Nemich, 1915. 112 pp. \$.95. For very young children see the two articles, pp. 143-62, in the *Francis W. Parker School Year Book*, Chicago, Vol. IV, June, 1915).

4. **Almstedt, Hermann.** The Merits of the Direct Method. 16:81-88, March.

A. has given us in his monograph one of the ablest, most convincing expositions of this vital subject. While at all times moderate in diction without

any extravagance of rhetoric or of facts, he is impressive by his clean-cut analysis.

5. **Purin, Chas. M.** The Teachers' Course in German with Special Reference to Phonetics. 16:105-15, April.

Outlines in detail an acceptable course of preparation for teaching in a secondary school. Lucidly stresses the importance of systematic and careful training in practical phonetics for the teaching of pronunciation. Furnishes a valuable bibliography of experimental phonetics.—Cf. *Proceedings of the M. L. A. A.* for 1914, pp. XXXIX-XLI, vol. 30, No. 1, March 1915.

6. **Osthaus, Carl.** Parliamentary Exercises in German Student Clubs. 16:148-50, May.

A useful abstract of parliamentary practice.

7. **Lauer, Edward Henry.** The Organization of Second-Year College German. 16:151-56, May.

Rightly maintains that the second-year college German is the most difficult. Shows the great diversity existing among seventy-three institutions and offers his solution of the problem in a sane manner.—Cf. *Proceedings of the M. L. A. A.* for 1914, pp. XLI-XLII.

8. **Jonas, J. B. E.** Richtlinien für die Auswahl des Lesestoffes. 16:169-176, June; and 16:210-16, September.

As quoted in the 1914 Literature (II) No. 29, J. gives good definite hints for the selection of texts. (Cf. on reading: *Modern Language Teaching*, London, 11:147-48, July).

9. **Ferren, H. M.** The Joint Mission of Latin and German in America. 16:177-81, June.

Believes in the efficacy of German when preceded and accompanied by Latin.

10. **Hess, John A.** The du-Row in a College German Class. 16:216-20, September.

Presents a novel and effective scheme for vivifying elementary German in colleges.

11. **Hänssler, William.** The Disciplinary Value of Modern Language Teaching. 16:242-46, October.

Wants to see modern languages taught solely with a practical end in view. Asserts that logical thinking is not developed by linguistic studies.

12. **Krause, Carl A.** Literature of Modern Language Methodology in America for 1914. 16:255-60, October.

A critical study of the pedagogical writings of the year.

13. **Price, Lawrence M.** Natural Methods of Teaching German Composition. 16:272-80, November.

Strongly advocates real composition based upon the text. Such a process is *natural* as the student is writing German and is not translating into German.

Composition is basic and, properly taught, will lead to the goal of writing and speaking German effectively. (Cf. for such *natural* work: *Les Langues Modernes*, Paris, 13:128-35; July-August.)

14. **von Klenze, Camillo.** Die historische Vorbildung unserer Lehrer des Deutschen. 16:299-303, December.

Urges the absolute necessity of Realien in the preparation of teachers. Recommends a thorough study of history, of government, et al. K. is only too right in his argumentation. A teacher of German should know the soul of Germany.

#### Educational Review

15. **Fitz-Gerald, John D.** Languages and the College-Preparatory Course. 49:168-90, February.

The writer, though a Spanish scholar of no mean repute, feels that Spanish, in spite of the present popular clamor, should not be included in the college-preparatory course, but should be postponed to the college course. For such students he considers the other languages of greater importance. Is in favor of the six-year high school so that foreign languages can be begun at an earlier and better age. To prove his point, he cites European practice.

16. **Waxman, Samuel M.** The Teaching of the Pronunciation of Foreign Languages. 50:82-91, June.

Earnestly argues for a more thorough preparation of teachers and for more satisfactory results in the pronunciation of modern languages by use of the international phonetic symbols, that can be uniformly employed in all languages. The training of the ear and of the vocal organs should precede the training of the eye. Caustically speaks of 'this hysterical mad rush into Spanish' when the teaching force for it is so pitifully inefficient or inadequate.

#### The School Review

17. **Schmidt, Lydia M.** A Practical Course in Phonetics. 23: 555-58, October.

Presents a simplified scheme for practical phonetic instruction in German, based primarily on imitation. Furnishes extracts from her outline. Cf. Parker's *Methods of Teaching in High Schools*, pp. 117-18.

18. **Cipriani, Charlotte J.** The Report of the Joint Committee on Grammatical Nomenclature from the Point of View of the Teaching of French. 23:679-86, December.

Protests the use of the terms 'conjunctive' and 'disjunctive', 'stressed', 'past descriptive', and 'conditions'. Cf. William A. Nitze's apologetic rejoinder, 24:188-95, March 1916.

19. **Starch, Daniel.** Some Experimental Data on the Value of Studying Foreign Languages. 23:697-703, December.

Through statistical tables these results are reached:

1. 'The study of foreign languages materially increases a pupil's knowledge of English grammar, but only slightly increases his ability to use English correctly.'

This may be construed as a brief for the direct method where the forming of correct speech habits is of paramount importance.

2. 'The scholastic records of students in the University of Wisconsin entering with Latin are only to a slight and negligible extent better than those of students entering with German. Likewise, the scholastic records in modern languages of students entering with Latin are only to a very slight extent better than those of students entering with German.'

In other words, S. comes practically to the same conclusion as did Ralph H. McKee for the University of Maine. Cf. No. 54 in the 1913 Literature by C. A. K.

#### Education

20. **Cooper, William A.** The Direct vs. the Indirect Method of Teaching Modern Languages. 36:1-10, September.

Considers the direct method the real gold of today. Vigorously opposes translation as dealing with mere form while the direct method deals essentially with substance full of interest. Likewise attacks so-called composition in lieu of which he places genuine written exercises.

A virile stimulating monograph. (Cf. Hardress O'Grady, *The Teaching of Modern Foreign Languages by the Organized Method*. Constable and Co. London, 1915. 108 pp. \$35. For 'Composition': See Chapter VII, pp. 82-90. Organized = Direct. The Booklet is a stimulating contribution.)

#### Educational Foundations, N. Y.

21. **Hènin, B. L.** Why Modern Languages Should be Retained in the High Schools. 26:413-17, March.

Breaks a lance for the retention of French on the ground of its cultural and its commercial value. It is a polemic against the undue magnifying of Spanish even in Commercial High Schools.

#### The University of Kansas News-Bulletin German Edition

22. **Engle, E. F.** A Decade of German in Kansas High Schools. Vol. 15, No. 15, May 3.

Shows statistically that 'a German Epidemic has been sweeping over Kansas' from 1905-1914. The total number of pupils and of schools has almost trebled in those ten years. (Cf. Mention in *Monatshefte*, June, p. 190.)



**Bulletin of the New England Modern Language Association**

23. **Ballard, Anna Woods.** The Direct Method for American Schools with Special Reference to the Work of the Second and Third Years. Vol. V, No. 1, pp. 1-10, May.

Reiterates some of the principles and devices of the Reform Method. Does not frown on 'composition'.

24. **Snedden, David.** The Needs and Possibilities of Better Training for Secondary School Teachers in Massachusetts. 5:36-41, May.

Holds with Mr. William B. Snow, Boston, that we should teach thoroughly more language and have fewer languages in the secondary schools.

25. **(Geddes, Jr., James—Chairman).** Report of the Committee of the New England Modern Language Association on the Preparation of Teachers of French and German in Secondary Schools. 5:41-62, May.

A minute, painstaking report with four definite recommendations for raising the standard of modern language teaching. The dire need of a direct-method procedure is amply demonstrated and a reform demanded with definite and feasible aims.

**Bulletin of the New York State Modern Language Association**

26. **(Decker, Winfred C.—Chairman)**—The Training and Licensing of Teachers. Vol. 1, No. 4, pp. 41-45, January.

Report of the Committee on the Training of Teachers. The desirability and necessity of a Special License to teach German or French is advocated.

27. **(Monteser, Frederick, Chairman)**—Aids to Teachers of Modern Languages. Vol. 1, No. 5, pp. 49-53, February.

Prepared by the Committee on Syllabus and Examinations under the direction of one of the very ablest modern language teachers, Dr. F. Monteser, who, unfortunately, left us at far too early an age. Books, periodicals, and material aids are enumerated to guide the inexperienced.

**Proceedings of the National Education Association**

28. **Applemann, Anton H.** Germany's Recent Progress in Secondary Education. 53:137-44, August.

Points out the progressive changes that have taken place of late in Germany, secondary education as, e.g., Reform Institutions, new methods of physical training, writings of themes on familiar subjects. For the latter read in Carl Schurz's *Autobiography* the chapter on the Gymnasium at Cologne, where H. Bonne taught him German.

## BOOKS AND PAMPHLETS

29. **Hänssler, William.** A Handy Bibliographical Guide for the Study of the Spanish Language and Literature with consideration of the Works of Spanish-American writers. C. Witter, St. Louis, Mo. 1915. 63 pp. \$.60.

This booklet is intended to serve practical ends. It abounds in useful hints that will enable teachers to make an intelligent selection of books of reference.

30. **Heyd, Jacob Wilhelm.** Modern Language Teaching. Bulletin of the First District Normal School, Kirksville, Missouri. Vol. 15, No. 3, March.

Modern Language Series No. 1. 27 pp. Gratis.

Gives excellent hints on the technique of class room work in German.—An unreserved pronouncement of the Direct Method.—The pamphlet was prepared for the benefit of High Schools of that Normal School district. It tries to answer questions that for years have been asked the writer. It is of unquestionable help to all teachers. (Cf. Mention in *Monatshefte*, December, p. 328.)

31. (**Heath's Pedagogical Library Vol. 17.**)—Methods of Teaching Modern Languages. New Edition. Heath, N. Y. 1915. 218 pp. \$.72.

This revised edition purports to be up-to-date, but contains in the main antiquated monographs from 1886-1892. Comparing it with the first issue (1893), we find three substitutions in place of earlier articles and (Cf. 'Note') the Report of the Committee of the N. E. A., which however is neither the *Committee's* Report nor was it made in that form in July, 1914. Such a symposium written by twelve contributors (not thirteen authors), some of whom are indubitably less competent than others, makes the work as a whole of uneven, nay of doubtful value, and not truly representative. A tyro cannot be expected to discriminate wisely. (Cf. C. H. Handschin, U. S. B. of Ed., *Bulletin*, 1913, No. 3, p. 111, for a review of the first edition.)

32. **Judd, Charles Hubbard.** Psychology of High-School Subjects. Ginn, Boston, 1915. 515 pp. \$1.50.

Chapter X on Foreign Languages, pp. 211-46, is of especial interest to us. But J. is trying to sit on two chairs at the same time. Cf. my critique in, *Educational Review*, March 1916, pp. 258-59. The reviewer strongly feels that there is a 'single best method' in modern languages for High Schools, provided that the connotation of method is that of principle and not that of device. The chapter is suggestive rather than constructive. (Cf. the review in *The School Review*, September, pp. 497-500; and in *Educational Review* March, 1916, p. 317.)

33. **Parker, Samuel Chester.** *Methods of Teaching in High Schools.* Ginn, Boston, 1915. 529 pp. \$1.50.

We are attracted for obvious reasons by Chapter VII on Associating Symbols and Meanings: Learning a Foreign Vocabulary, pp. 122-41, which is tersely written in conformity with the ideals and practice of the direct method. Unfortunately, the author has advanced, on p. 316, a 'suggested hypothesis' of his, which lacks for its support experimental data. Contrary to all experience, which is thoroughly established, and in direct opposition to all psychology, P. holds that for learning to *speak* a foreign language the age of sixteen or a still more advanced age is better than, e.g. the age of nine. The very essence of scientific research, however, requires us to furnish proof and not to indulge in fanciful, unproved notions. (Cf. reviews in *Educational Review*, November, pp. 424-28, and in *The School Review*, June, pp. 424-25.)

34. **Hollister, Horace A.** *High School and Class Management.* With Introduction by Lotus D. Coffman. Heath, N. Y. 1915. 314 pp. \$1.25.

Chapter XVIII, pp. 242-55, on Notes on Foreign Language Teaching, is addressed to us. Just three pages, 253-55, are devoted to modern languages. H. wishes to see current literature stressed *after* the language has been acquired. He complains of lack of purposes in high-school work, but offers no genuine remedy. Seems in favor of the direct method. (Cf. review in *Journal of the N. Y. State Teach. Ass'n* p. 76, March, 1916, and in *The School Review*, June, 1916, pp. 480-81.)

**Conclusions:** 1. Prominent psychologists, though non-linguists have been active during the past year in our own field. Their treatises are, however, as expected more scientific and theoretical than concrete and practical but should awaken us modern language teachers to a fuller realization of our obligations.

2. Of the thirty-four publications cited, just six were written by teachers of French or of Romance Languages, which again proves the greater activity of the Germanic camp in the domain of modern language methodology.

3. Again, only a few women (three) have published contributions.

#### NAMES OF WRITERS (Alphabetically Arranged)

\*Almstedt, Hermann, 4  
Appelmann, Anton H., 28.  
\*Ballard, Anna Woods, 23.  
\*Cipriani, Charlotte J., 18.  
Cooper, William A., 20

\*(Decker, Winfred C.), 26.  
Engle, E. F., 22.  
Ferren, H. M., 9.  
Fitz-Gerald, John D., 15.  
\*\*(Geddes, Jr., James), 25.

- |   |                             |
|---|-----------------------------|
| *Häussler, William, 11, 29.<br>(Heath's Pedag. Libr.), 31 | **Krause, Carl A., 12.      |
| Hénin, B. L., 21.   | Lauer, Edward Henry, 7.     |
| **Hess, John A., 10.                                      | *(Monteser, Frederick), 27. |
| Heyd, Jacob Wilhelm, 30.                                  | Osthaus, Carl, 6.           |
| Hollister, Horace A., 34.                                 | Parker Samuel Chester, 33.  |
| *Jonas, J. B. E., 1, 8.                                   | Price, Lawrence M., 13.     |
| Judd, Charles Hubbard, 32.                                | *Purin, Chas. M., 5.        |
| Keidel, Heinrich, 3.                                      | Schmidt, Lydia M., 17.      |
| *Kenngott, A., 2.   | Snedden, David, 24.         |
| v. Klenze, Camillo, 14.                                   | Starch, Daniel, 19.         |
|   | Waxman, Samuel M., 16.      |

One asterisk indicates mention in one previous bibliography.

Two asterisks denote mention in both bibliographies.

(Any addenda, or material for inclusion in further issues, will be  
thankfully received.)

CARL A. KRAUSE.

Jamaica High School, New York City.

---

## NOTES AND NEWS

These pages of *THE JOURNAL* are set apart not only to keep teachers in touch with the more important meetings and events in the modern language field, but also to allow brief discussions of opinion pertaining to the profession of teaching. It is hoped that the material sent to the editors for these pages will at times be so important that it will overflow into the main body of the *JOURNAL*. *THE MODERN LANGUAGE JOURNAL* is primarily intended to be a teachers' journal. Its success will to a great extent be due to the interest they take in keeping the pages alive with practical, helpful material. This can be done partly by generous criticism in letters that may find their way into the 'Notes and News' pages, but also by sending in contributions dealing with actual problems of teaching. The editors desire for the present at least, simple accounts of how things are done—devices taken from the workshop. It is not necessary always that contributions shall be full-fledged articles. Many teachers who have excellent ideas are as yet perhaps too timid to make a long flight. If you have some 'stunt' that will work, other teachers will be glad to read about it. All that is necessary is, that the conditions are clearly stated and the style is clear and straight-forward.

---

The feeling has been growing that the modern languages have not had the prominence they deserve at the meetings of the National Education Association. The Modern Language Conference at New York, July 5-7, held with the N. E. A., under the direction of Dr. William R. Price, Specialist in Modern Languages in the State Education Department, was of exceptional value. The papers were so excellent and the meetings so well attended and successful in every way, that steps were taken to insure similar success at future sessions of the N. E. A. Those present expressed their appreciation of the program and voted that it be the sense of the Conference (1) that the officers of the (Eastern) Federation of Modern Language Teachers Associations consult with the Western associations, (2) that all these organizations co-operate to provide a program for next year, (3) that the choice of officers to have direct charge of the meeting depend upon the meeting-place (West

or East) of the N. E. A., and (4) that the Federation (or Federations) become affiliated with the N. E. A. in the same way as the National Council of Teachers of English.

---

The first annual meeting of the Association of Modern Language Teachers of the Central West and South was held at the University of Chicago, April 11, 1916. The most important action taken was the revision of the constitution. Members of affiliated local, state or regional modern language organizations are to pay only \$1.25 annually, if it is paid through the treasurer of that organization. Any local organization may affiliate with the M. L. T. (as the Association is to be conveniently called) upon furnishing a minimum of ten subscribing members; state and regional organizations upon furnishing a minimum of twenty-five subscribing members. The officers of the Association are: A. G. Canfield, President; C. H. Handschin, Secretary-Treasurer. Members of the Executive Council are the President, the Secretary-Treasurer, A. Colman, Josephine Doniat, G. G. Dodds, E. F. Engle, A. R. Hohlfeld, and H. Marshall. The names of the associate and consulting editors who represent the Central West and South may be found in the list of editors on the cover page of *THE JOURNAL*. The vice-presidents for the various states have not yet been elected.

### Notice

Persons residing in the Central West and South who wish to subscribe to *THE JOURNAL* and at the same time to become members of the Association of Modern Language Teachers of the Central West and South, should send \$1.50 to Prof. C. H. Handschin, Sec'y-Treas., Oxford, Ohio. This fee will cover the subscription to *THE MODERN LANGUAGE JOURNAL* and the membership in the association for one year.

### Forthcoming Articles

W. A. Hervey, Columbia University: "Oral Practice—Its Purpose, Means and Difficulties."

C. M. Purin, State Normal School, Milwaukee: "The Direct Teaching of Modern Foreign Languages in American High Schools."